

**Loudoun County Public Schools**  
**FY23 School Board Questions**  
**January 25, 2022**

<b><u>Item</u></b>	<b><u>Board</u></b>	<b><u>Staff</u></b>	<b><u>Date of</u></b>
<b><u>Number</u></b>	<b><u>Member</u></b>	<b><u>Assignment</u></b>	<b><u>Request</u></b>
<b>70 - Correction</b>	<b>Hoyler</b>	<b>Willoughby/Jones</b>	<b>1/17/2022</b>

**What would the cost be to institute a staffing standard of 1:every 2 schools for SPED Deans?**

The following was answered in the January 18, 2022 packet with an incorrect costing due to an error in the calculation of benefits: the correct cost for 18.0 Special Education Deans is \$2,084,049.

High schools currently have a staffing standard of 1 Special Education Dean per school. The cost to institute a staffing standard of 1:2 schools for elementary, middle, and alternative schools is ~~\$2,487,011~~. This would add 14.5 FTE for elementary, 2.5 for middle, and 1.0 for alternative schools. Additionally, the Office for Special Education has established a staffing formula that is currently used to assign special education deans at the elementary and middle school levels. The existing formula considers the number of students that have IEPs and the number of specialized programs located in the school. If funding is appropriated to provide additional special education dean FTEs, the Office for Special Education recommends developing a staffing standard that considers the number of students with IEPs and the specialized self-contained programs located in the school.

<b>71</b>	<b>Mahedavi</b>	<b>Ellis</b>	<b>1/13/2022</b>
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**The cost of the substitutes are about \$85,000 per substitute. Why not hire additional TAs instead of full time substitutes?**

The reason for acquiring site-based substitutes instead of teacher assistants is due to how the staff is utilized. Site-based substitutes, being hourly employees, can be assigned to a variety of positions throughout the school day to meet the needs of the school. Per job description, TAs are assigned to a specific class or grade level. They usually support the teacher by working with individual or small groups of students. TAs have a fixed schedule and, unless no other viable solution is available, do not cover classes. Therefore, even with hiring additional TAs, site-based substitutes would still be needed.

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<b>72</b>	<b>Sheridan</b>	<b>Ellis</b>	<b>1/13/2022</b>

**Regarding dry cleaning for band and theater uniforms, can we get anecdotal feedback on the different things used to pay for those uniforms (ex.Parent Boosters). This would show how it really impacts the students and what other things that the money could be used for. Could we get some anecdotal examples of where else the money could be expended?**

The way each school pays for dry cleaning of band uniforms varies across the division, and there are many variables including the number of students in each program, the type of garment for each program (Marching Band, Choir, etc.), who pays the fee, and individual vendor pricing. Below are some examples of how the fees are covered: 1. A small fee is charged to students through the payment portal 2. Booster organization covers the cost 3. Concert attire fees are charged and deposited in the School Activity Fund, and the fee covers both dry cleaning and supports maintenance of adequate inventory 4. The fee is bundled into a larger fee, for example \$10 of a \$25 uniform fee may go toward dry cleaning, with the remaining going toward maintenance or replacement of the item in the future. Covering the costs of dry cleaning would not eliminate the need for student fees, but in some cases would reduce the fees and/or allow the funds to be used to support other aspects of the program.

<b>73</b>	<b>Corbo</b>	<b>Ellis/Willoughby</b>	<b>1/13/2022</b>
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**Provide a history of EL assistants. When we had EL assistants, how many did we have and how were they distributed in elementary, middle and high schools? When were EL assistants cut from the budget? What is the cost to add EL assistants at the previous capacity including the growth cost for new schools?**

	FY11	FY12	FY13	FY14	FY15	FY16
EL Teacher Assistant - ES	96	101	104	94	20	0
EL Teacher Assistant - MS	19	21	20	22	0	0
EL Teacher Assistant - HS	28	30	31	29	0	0

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In Fiscal Year 2015 the School Board implemented a staffing framework which resulted in the reduction of 125 EL Teacher Assistants. The remaining EL Teacher Assistant reductions were an offset for the addition of EL Teachers. A total of 279 EL assistants at a cost of \$14,402,538 would have to be added to the FY23 Budget to reach the FY14 ratios. To keep the teacher ratio the same as FY14 though, 134 teachers would have to be removed from the FY23 Budget.

<b>74</b>	<b>Corbo</b>	<b>Ellis</b>	<b>1/13/2022</b>
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**Please elaborate on the current number of reading specialists, the number of specialists who would still have training responsibilities and identify the schools that would be impacted by the change. What is the cost for all reading specialists to revert back to only working with students? Please explain what added responsibility and time commitment reading specialists currently have with training teachers.**

Please see the table below for the number of reading teachers.

Reading Teachers	FY22	FY21
ES	92.0	91.5
MS	20.0	20.0
HS	21.0	21.0
<b>Total</b>	<b>133.0</b>	<b>132.5</b>

The current role of the reading specialist is described below under the categories of Leadership, Instruction, and Management. As our cohorts progress out, up to 4 schools per Elementary English Language Arts Facilitator will see a shift in responsibility from delivery of training and coaching of teachers in their building to an increased ability to focus on instruction and management of the individual school's reading program.

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#### Leadership

- Training
  - Delivery of training: The reading teachers train on reading, writing, phonics (grades K-2) and word study (grades 3-5)
  - Management of training groups
  - Planning content
  - Scheduling
  - Demonstration
  - Supply Preparation/Purchase
- Coaching
  - Co Plan Lessons
  - Scheduling
  - Meeting with teachers and groups of teachers
  - Observing teachers and providing feedback
  - Preparation of Materials
- Collaboration
  - Attend and facilitate CLTS
  - Attend reading meetings and training
  - Meet with individual teachers

#### Instruction

- Resource, Co-Teacher and Intervention
  - Analyze Data
  - Plan for reading groups
  - Collaborate with teachers
  - Support families and administrators
  - Build capacity for literacy curriculum
  - Attend child study

#### Management

- Administration and Assessment
  - Bookroom
  - Communication
  - Ordering of materials and books
  - Liaison with Central Office

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- Division-wide committees
- Assessment
  - DRA
  - PALs
- Allocate Resources
- Oversee PALs tutor

75	Beatty	Willoughby	1/17/2022
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**What would it cost to keep the virtual program for elementary students around for another year? How would this cost differ from what was spent in 2021-2022?**

It would cost \$2,978,411 to extend the elementary virtual program for FY23, \$159,853 more than was spent in FY22. The FY22 Budget funded \$1,175,659 and an additional \$1,642,899 was funded through COVID funding for a total of \$2,818,558.

76	Hoyler	Ellis	1/18/2022
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**What is the process/cost to make Dominion Trail a Title 1 School?**

Title I eligibility is based on student poverty. Schools with a poverty level above 35% are eligible for a targeted assistance Title I program, and schools above 40% poverty are eligible for a schoolwide Title I program. When a school reaches 75% poverty they must be served as Title I. Title I allocations provided to the LEA are determined by data from the U.S. Census, not the number of schools served.

LCPS uses the threshold of 50% poverty to serve schools as Title I to maintain consistent support to the schools with the greatest need. One of the reasons 50% is used as the threshold is enrollment numbers change from year-to-year. The 50% threshold avoids the possibility of a school fluctuating between serving and not serving schools between one year

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and the next. Also, since funding is not based on the number of schools, adding additional schools increases the possibility of having to remove some opportunities and resources for the schools with the highest needs.

In regards to Dominion Trail ES, based on the data from the 2021 Title I application, if Dominion Trail ES (40.4%) were to be served, we must serve all schools with a higher poverty rate as well, which would be eight additional schools. This would result in LCPS Title I allocations distributed to a total of 16 schools. The table below shows the current LCPS Title I schools in blue and Title I eligible schools in green. Meadowland, Frederick Douglass, and Potowmack ES are extremely close to the 50% threshold, and staff is monitoring the enrollment in those schools closely to determine if and when they will meet the 50% threshold for Title I.

<b>2021-2022</b>	<b>% Econ Dis</b>
Guilford Elementary	90.02%
Sully Elementary	87.08%
Sterling Middle	81.49%
Sugarland Elementary	80.25%
Park View High	77.53%
Rolling Ridge Elementary	69.30%
Forest Grove Elementary	67.22%
Sterling Elementary	66.23%
Meadowland Elementary	49.65%
Leesburg Elementary	48.86%
Frederick Douglass Elementary	48.16%
Cool Spring Elementary	47.83%
Potowmack Elementary	47.61%
Seneca Ridge Middle	43.26%
Countryside Elementary	42.89%
<b>Dominion Trail Elementary</b>	<b>40.44%</b>
Dominion High	37.79%
Smart's Mill Middle	35.91%
Evergreen Mill Elementary	35.77%
Frances Hazel Reid Elementary	35.45%

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77	Beatty	Willoughby	1/18/2022

**Please provide the same breakdown in the response in School Board Question 59 for FY22.**

The following chart provides a breakdown of School based and Non-school based positions in Instruction for FY22.

School Based	FY22	% of total
Instruction	5,899	
Teacher Assistants	469	
Other School Support	408	
Administration	347	
Instructional Support	44	
<b>Total School Based FTEs</b>	<b>7,167</b>	<b>99%</b>
<b>Non-School Based</b>		
Other Support Staff	6	
Secretarial/Clerical (Non-School Based)	21	
Administration (Non-School Based)	61	
<b>Total Non-School Based FTEs</b>	<b>88</b>	<b>1%</b>
<b>Total Department of Instruction FTEs</b>	<b>7,255</b>	

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78	Beatty	Willoughby	1/18/2022

**Please provide raw numbers for the EL staffing standard ratios in School Board Question 60.**

The following chart provides the raw used to calculate the EL Staffing Standards provided in question 60.

Elementary		FY23 Projected Enrollment	Projected FTE Levels	Budget FTE*
	Kindergarten (1:59)	1,634	27.7	
	Grades 1-5 Level 1-2 (1:30)	2,966	98.9	
	Grades 1-5 Level 3-4 (1:35)	3,288	94.0	
	<b>Elementary Total</b>	<b>7,888</b>	<b>220.6</b>	<b>225</b>
Middle				
	Grades 6-8 Levels 1-2 (1:25)	614	24.5	
	Grades 6-8 Levels 3-4 (1:30)	1,019	34.0	
	<b>Middle School Total</b>	<b>1,633</b>	<b>58.5</b>	<b>60</b>
High				
	Grades 9-12 Level 1 (1:15)	453	30.2	
	Grades 9-12 Level 2 (1:20)	469	23.5	
	Grades 9-12 Level 3-4 (1:25)	1,023	40.9	
	<b>High School Total</b>	<b>1,945</b>	<b>94.6</b>	<b>96.4</b>

\* The budget FTEs do not match the projected level FTEs due to rounding and minimums applied in the staffing standards.



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<b>79</b>	<b>Marshall</b>	<b>Ellis</b>	<b>1/18/2022</b>

**Do we have an idea of the number of students (Hispanic Background) that have English as their language of instruction and do not require EL services?**

LCPS families who have identified Hispanic as their ethnicity make up 18.7 % (15,303 students) of the LCPS student population. Please note that ethnicity does not determine screening for English Learner services. If a parent or guardian responds with any language other than English for one or more questions on the home language portion of a student's registration form, then an EL screening is conducted.

As an example, the list below provides the total count of students who have noted a language other than English in 1 of the 3 language fields and results of their EL screenings, thus far, in the 2021-2022 school year:

Home Language = Spanish

- 10136 Total Students; 823 found Not Eligible for EL services

Language Most Spoken = Spanish

- 7492 Total Students; 344 found Not Eligible for EL services

Language First Acquired = Spanish

- 8439 Total Students; 450 found Not Eligible for EL services

<b>80</b>	<b>Morse</b>	<b>Ellis</b>	<b>1/18/2022</b>
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**I would like to better understand the metrics for the World Language Program. How are we going to assess it?**

Please see Budget Question 63 for information regarding next steps with the World Language Program for elementary schools. If the position of Specialist, Elementary World Languages & Cultures and O&M related to the project are approved in the FY23 budget, the program and detailed metrics for assessing it would be developed based on the requirements of a special program or academy described in the recently adopted Policy 5115

([https://go.boarddocs.com/vsba/loudoun/Bard.nsf/files/CANQAL686080/\\$file/5115.pdf](https://go.boarddocs.com/vsba/loudoun/Bard.nsf/files/CANQAL686080/$file/5115.pdf)) and accompanying regulation. Additionally, staff will gather feedback from the community on the interest in a World Languages at the ELementary School program in the Special Programs and Academies Interest Survey that will be given to families in early February.

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81	Sertokin	Jones	1/18/2022

**What kind of metrics will be used to determine if the 24/7 Mental Health program is a success?**

If the budget proposal to pursue an online 24/7 mental health therapist support is approved, LCPS will develop a RFP with expectations related to program metrics. Program metrics for this service will include registration data, satisfaction survey outcome data, and monthly activity. The vendor would provide monthly utilization reports that Student Services would review.

<b>82</b>	<b>Mahedavi</b>	<b>Jones</b>	<b>1/18/2022</b>
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**How do we continue improving on the mental health initiative if we're reducing Counselors and Psychologists based on staffing standards? Would like a better understanding of what that impact will be for our students. What else is in the budget to support mental health?**

As outlined in the staffing standards handbook, LCPS Staffing Standards provide a base level of equity, assist in transparent budgetary planning, and ensure compliance with state standards. Student Services staffing is based upon guidance within the Standards of Quality. The LCPS counselor and psychologist staffing standards exceed the state requirement, and student enrollment calculations call for a reduction given the LCPS existing staffing standard. Should there be an increase in student enrollment, contingency FTE(s) would be utilized. In addition to adhering to financial guidelines related to budget appropriations, Student Services analyzes student need when assigning FTEs allotted as specialized support positions which allow for flexibility with service planning.

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83	Reaser	Ellis/Jones	1/18/2022

**Regarding English Language Learner for dually identified students - Are the dually identified students in a separate classroom or mixed in with everyone else? If mixed in, how will the services be structured? Where will the actual additional 32.6 EL teachers be placed?**

Students who are identified EL and have an IEP are provided instructional services in the least restrictive environment. This may be in a self-contained Special Education classroom. EL Sheltered class or general education classroom. The proposed EL enhanced staffing standard is intended to lower the teacher to student ratio of EL Teachers with assigned Dually Identified students to allow EL Teachers to maintain support for their students while also meeting requirements to participate in re-evaluation, IEP, intervention meetings, and collaborate with Special Education contacts. Staff would provide school-based administrators flexibility on determining the scheduling of this additional EL staff member based on the number and needs of dually identified students per site to ensure EL services are provided. Placement is based on the ratio of dually identified students compared to all active EL students per site.

84	Reaser	Jones	1/18/2022
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**What would it take/cost to have a CAST Program (5 or 6 students) at the Academies for Special Education students who are not already at the Academies? Would there be at least 2 FTEs - a Job Coach and a Teacher? Are there other considerations that I'm not encapsulating?**

The Community and Schools Together (CAST) program is supported by 2 FTEs, one transition teacher (\$109,551) and one job coach (\$51,622). The teacher and job coach work with students in schools and businesses to provide workplace readiness and independent living skills. A CAST program currently does not exist at the Academies of Loudoun given the workplace safety considerations, number of individuals that can be in a shared space within a number of programs located within the Academies, and the planning that is needed to establish the program to establish a partnership and training plan. The Office for Special Education has ongoing plans for varied transition experiences. The development of CAST program locations are also based upon student enrollment/eligibility. The Academies as well as other locations can be explored for FY24.

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85	Corbo	Jones	1/18/2022

**How many students have gone through the Child study process over the past 10 years to date? Of those, how many are identified and receive services? What's the average time it takes for a student to receive services from the onset of a child study meeting? How many students come to a Child study because of a failure to read and/or failure to meet reading benchmarks? Of those, how many are found eligible as a student with a disability? Has LCPS used coordinated early intervening funds to address students at a high risk of reading failure? What intervention and/or learning support is given to students who are going through the child study process?**

The following table reflects the number of students who were referred for an initial evaluation and determined eligible for special education services over the last ten years:

School Year	# Referred	# Eligible
11-12	1,711	1,264
12-13	1,671	1,301
13-14	1,692	1,283
14-15	1,815	1,209
15-16	1,619	1,241
16-17	1,833	1,386
17-18	1,609	1,189
18-19	1,769	1,311
19-20	1,589	902
20-21	1,288	1,018

When students are suspected of having an educational disability and are referred by the Child Study Team (now known as the Referral Review Team), eligibility for special education is generally determined between 45 and 60 business days from the date of the referral, and for students who are found eligible for special education, an Individual Education Program (IEP) plan is developed within 30 calendar days of the eligibility decision. Data are not available or

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maintained that would be needed to compute the average length of time students may be receiving intervention support prior to referral for evaluation when a disability is suspected.

Both the current and past special education case management systems do not include fields to document the reasons why students are referred for evaluation; therefore, the number of students found eligible for special education related to reading is unknown.

LCPS does not have significant disproportionality in special education, and as a result, is not required to set aside or invest 15% of its Part B IDEA funds in coordinated early intervening services (CEIS). Nevertheless, LCPS has been committed to early intervention for at-risk students who need additional academic support to succeed in a general education environment. In collaboration with the Department of Instruction, LCPS implements the Multi-Tiered System of Support (MTSS) (<https://sites.google.com/lcps.org/mtss/response-to-intervention>) framework to proactively address the full continuum of reading supports for students who are at-risk of not meeting benchmarks. The essential components of MTSS to support students include universal screening to identify at-risk learners, targeted and/or intensive small group instructional intervention, ongoing progress monitoring of student response to implemented interventions, and data-based decision making to inform instructional decisions.

<b>86</b>	<b>Morse</b>	<b>Lewis</b>	<b>1/18/2022</b>
<b>What kind of arrival time at the first bus stop should we be expecting for elementary?</b>			

Generally speaking, stop times for the 1st Tier Elementary schools will be 10-20min earlier than the current time. The longer, more rural routes will likely see the shift closer to 20min however with the new routing system combined with the adjusted bell schedule, we anticipate being able to make our routes more efficient.

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**Support Services slide 9 - Are the retention bonuses for Bus Drivers taxed at a higher rate? Would it be more advantageous for us or the bus drivers to increase their pay rather than offer retention bonuses?**

Per IRS guidelines, the bus driver bonuses are taxed at the supplemental compensation rate of 22%. This may or may not be higher than the individual tax rate depending on the tax filing status of the employee.

88	Serotkin	Lewis	1/18/2022
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**With regards to the staggered start times - what is the butterfly effect of staggered start times for positions in the transportation department as well as throughout LCPS for those who have to support a longer transportation day (such as dispatchers) as well as staff such as itinerant teachers?**

Transportation Dispatchers start at 5am so we do not anticipate any impacts to their schedule. Road mechanics will be adjusted to start their day approximately 20 minutes earlier however, no additional hours will be required.

89	Mahedavi	Lewis	1/18/2022
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**There are already 6.0 Area Transportation Supervisors, Mr. Morse was alluding to the point that they should be more of a supervisory position rather than a Lead Bus Drivers. There are already 26 positions in place and you're adding 6 more for that? Provide more details into the responsibilities of the Lead Bus Drivers and how it impacts transportation.**

The County is divided into six (6) operational areas (East, West, South, Central, Ashburn, Brambleton) with each led by an Area Supervisor. Area Supervisors directly supervise the 4-5 Lead Drivers and approximately ~100+ Drivers and Attendants that are assigned to their area. Lead Drivers are the ground-level, first line supervisors for each Driver and Attendant with each having approximately 25 direct reports. Lead Drivers deal directly with school leadership, drivers and attendants and are first responders for parent questions and concerns. Lead Drivers are directly responsible for walk zone analysis, twice-yearly observations of their

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team, yearly evaluations, accident response for any LCPS vehicle, staff coaching and training in certain areas, checking roads for weather, as essential personnel they oversee snow cleanup on buses at all parking locations, they manage special activity programs requested by schools, video investigation when requested, oversee route distribution, support special needs CII trips, oversee employee timecards, manage the transportation process for adding students to routes, work with the routing department to modify and update routes and substitute as a driver when needed. These supervisors are critical to supplying a quick response to student issues, assisting transportation staff with route issues and supporting school administration with transportation concerns. The request for additional Lead Drivers was based on the increased responsibilities to this position and the decreased ability to respond in a timely manner.

<b>90</b>	<b>Beatty</b>	<b>Jones</b>	<b>1/18/2022</b>
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**Does LCPS provide itinerant services for students in the county outside of LCPS schools?**

LCPS offers services through an Individual Services Plan for students who are parentally placed in a homeschool program or a private school within Loudoun County in accordance with the LCPS Special Education Annual Plan.

<b>91</b>	<b>Beatty</b>	<b>Jones</b>	<b>1/18/2022</b>
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**How many students are in private placement?**

Currently, LCPS has 36 students who receive services in a private day school placement, and 11 students in private residential placements as determined required by IEP teams or other Community Policy and Management Team (CPMT) placing agencies. Services through these placements are supported through the Children's Services Act (CSA) funding.

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<b>92</b>	<b>Beatty</b>	<b>Willoughby</b>	<b>1/18/2022</b>

**What would be the cost of reducing the salary step improvements to 4% instead of 5%(assuming that the state funding would be lost as the 5% target wouldn't be met)?**

A 4% average district-wide salary increase would save \$12,708,393. By providing a 4% average pay increase, the state funding would be decreased by \$2,678,145 and the county transfer request would decrease by \$10,030,248.

<b>93</b>	<b>Hoyler</b>	<b>Jones</b>	<b>1/23/2022</b>
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**How many Licensed Behavior Analysts (LBAs), Occupational Therapists (OTs), Physical Therapists (PTs), and Speech/Language Pathologists (SLPs) do we have?**

Occupational Therapists: 30.0 FTE; 1.8 FTE are currently vacant  
 Physical Therapists: 10.0 FTE; all FTE are currently filled  
 Speech Language Pathologists: 82.0 FTE; 4.0 FTE are currently vacant  
 Specialized Instructional Facilitator-Behavior (SIF-B): 25.0 FTE; 14.0 are currently vacant.  
 (SIF-B positions can be counted toward SB1257's requirement to provide at least three specialized student support positions per 1,000 students, including licensed behavior analysts, licensed assistant behavior analysts, board certified behavior analyst or other behavioral positions. 10.0 of these vacant FTEs will be reduced in FY23 due to enrollment.)

<b>94</b>	<b>Hoyler</b>	<b>Jones</b>	<b>1/23/2022</b>
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**How many total SPED students do we have? The Fall VDOE count was 9,025 full time 24 part-time with a total of 9,049, are these the numbers LCPS is using?**

As reported in the December 1, 2021 child count, we have 9,105 students with disabilities who receive special education services. The enrollment used for the Special Education staffing standard positions is the projected end-of-year enrollment for the fiscal year. For the FY23 budget, we project an enrollment of 10,033 students with disabilities by June 2023. The budgeted enrollment for FY22 was 10,970 students.



**Loudoun County Public Schools**  
**FY23 School Board Questions**  
**January 25, 2022**

<b>Item</b>	<b>Board</b>	<b>Staff</b>	<b>Date of</b>
<b><u>Number</u></b>	<b><u>Member</u></b>	<b><u>Assignment</u></b>	<b><u>Request</u></b>
95	Corbo	Ellis/Willoughby	1/23/2022

**I want to confirm that the two theatre stipends that were approved in last year's budget are still in the budget for this year. Please confirm the FY23 theatre budget allotment will be paid twice, provide the rate for FY22 and FY23 and explain how it will be distributed to educators.**

The FY22 adopted budget provided a new stipend for Theatre Artistic Director at all 17 high schools at a cost of \$5,750 each. An increase was also provided in FY22 for the Drama stipend at the middle and high school levels, \$2,400 at middle school and \$6,750 for high school. The following table provides the details for both years.

Stipend	FY22 Amount	FY23 Amount
High School Drama Director	6,750	6,953
High School Band Director	6,750	6,953
High School Choral Director	5,097	5,250
Theatre Artistic Director	5,750	5,923
Middle School Drama	2,400	2,472
Middle School Band Director	2,549	2,625
Middle School Choral Director	1,769	1,822

Stipend payments are made in 3 equal installments on the last paycheck of the month, November, March and June.

96	Hoyler	Willoughby	1/21/2022
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**What would the cost be to add SPED deans to all schools that do not currently have one at a 1:3 school ratio?**

Currently, all high schools have a 1.0 Special Education Dean, and there is a 0.5 Special Education Dean at 30 elementary schools, 12 middle schools, and Virtual Loudoun. In order to staff the remaining schools at a 1:3 school ratio, 11.8 FTE would be required at a cost of \$1,366,210. Additionally, the Office for Special Education has established a staffing formula that is currently used to assign special education deans at the elementary and middle school

Loudoun County Public Schools  
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<b><u>Item Number</u></b>	<b><u>Board Member</u></b>	<b><u>Staff Assignment</u></b>	<b><u>Date of Request</u></b>
<b>96 Continued</b>			

levels. The existing formula considers the number of students that have IEPs and the number of specialized programs located in the school. If funding is appropriated to provide additional special education dean FTEs, the Office for Special Education recommends developing a staffing standard that considers the number of students with IEPs and the specialized self-contained programs located in the school.

<b>97</b>	<b>Reaser</b>	<b>Lewis</b>	<b>1/24/2022</b>
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**Could we please have an estimate for the cost to provide transportation to CAST students? Could you please break it out by site location?**

Transportation costs for the CAST program varies by year and location and are estimated for the current 43 students on a general cost per pupil basis and are as follows: Briar Woods High School \$7,245, Dominion High School \$7,245, John Champe High School \$4,830, Riverside High School \$7,245, Rock Ridge High School \$805, Salamander \$4,830, Woodgrove High School \$2,415 for a total estimated value of \$34,615.

Loudoun County Public Schools  
FY23 School Board Questions  
January 25, 2022

<b>Item</b> <b><u>Number</u></b>	<b>Board</b> <b><u>Member</u></b>	<b>Staff</b> <b><u>Assignment</u></b>	<b>Date of</b> <b><u>Request</u></b>
98	Corbo	Ellis/Willoughby	1/24/2022

**Please provide a list of all elementary FTEs (support and administrative) and projected FY23 enhancements who report to the admin building and are not assigned to report to schools.**

Position	FY23 Enhancement	Administrative Office FTE	Assigned to Work in Schools
Administrative Assistant III, Elementary Education		1.0	No
Director-Elementary and Charter Schools		1.0	No
Executive Principal-Elementary		2.0	No
Executive Principal-Elementary	Enhancement	2.0	No
Instructional Facilitator, Elementary		15.0	Yes
Instructional Facilitator, English and Language Arts Elementary-Teaching and Learning		4.0	Yes
Instructional Facilitator, English and Language Arts Elementary-Teaching and Learning	Enhancement	4.0	Yes
Supervisor-Elementary Reading and Writing		1.0	No
Specialist-Early Literacy	Enhancement	1.0	No
<b>Total</b>		<b>31.0</b>	<b>Yes(23)/No(8)</b>

Of the 31 positions listed above, all of the instructional facilitators (19 existing and 4 proposed) are assigned schools and report to schools each day except for periodic regularly scheduled instructional facilitator meetings.